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tions en pays de langue française dans les temps modernes; méthodes et exercices pratiques d'enseignement; lecture analytique d'auteurs français modernes; stylistique; phonologie; prononciation et diction; syntaxe du Français depuis le xvi^e siècle, gallicismes; composition et improvisation; exercices écrits de langues et de style; conversation. This séminaire gives an excellent practical and theoretical training and has a large enrolment. I may be permitted to mention among the professors of Geneva the well-known, venerable savant, M. Eugène Ritter, who gives the course, *étude des sources*, and M. Bernard Bouvier who is the soul of the séminaire and whose inspiring courses *littérature française moderne* and *lecture analytique* are models of their kind. A *certificat d'aptitude à l'enseignement du français moderne* is given to those who successfully pass the difficult oral and written examinations.

In 1900-1901 there were fourteen Americans in attendance at the University.

It is hardly necessary to add that Geneva is one of the most charming and interesting of European cities, and that a sojourn there is very delightful.

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ROMANIC PHILOLOGY AT THE UNIVERSITY OF PARIS.

TO THE EDITORS OF MOD. LANG. NOTES,

SIRS:—Instruction in Romanic philology at the University of Paris has been greatly strengthened within the past two years. Instead of one chair with assistants, as was the case during the lifetime of the late Prof. Petit de Julleville, there are now two full professors, Thomas and Brunot. As a result the instruction has been more specialized. Prof. Thomas treats the formation of the Romanic languages, and Prof. Brunot the subject of French historical grammar. Both men by their publications have given ample evidence of their ability in their respective fields; Prof. Thomas by his collaboration on the *Dictionnaire général* and by his more recent work, *Mélanges d'Ety-*

mologies; Prof. Brunot by his *Grammaire historique de la langue française*, and by the *Histoire de la langue*, which first appeared in the *Histoire de la langue et de la littérature française*, and, which has since been published separately.

In addition to the university proper the *École de chartes* and the *École des hautes études*, which are now under the same roof as the university and which are scientifically, if not officially, parts of it, offer unusual opportunities in the same lines of study. At the former, Paul Meyer continues his lectures on the Phonology and Morphology of Old French and Provençal, and, at the latter, Gaston Paris offers seminaries on special topics of Romanic philology and supplements this practical work by lectures on Old French Literature at the *Collège de France*. Both these men are so well-known that their names suffice to indicate the high character of their instruction.

A name less widely known but not unfamiliar to readers of the *Romania* is that of Maurice Roques, who has taken the place of Prof. Thomas at the *École des hautes études* and whose seminary in Vulgar Latin is a valuable adjunct to the work in Romanics.

If to this list of men, eminent for their scholarship, are added the phoneticians Rousselot and Passy, it is evident that the University of Paris and the institutions grouped about it, offer at present exceptional advantages for the study of Romanic philology.

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FRENCH LITERATURE.

TO THE EDITORS OF MOD. LANG. NOTES,

SIRS:—It seemed to me in reading Dr. Brush's review of Mr. Goodell's *L'Enfant Es-pion* in MOD. LANG. NOTES for February, 1902, pp. 106 and 107, that many mistakes and omissions evident in the edition were passed unnoticed. The following are some of the points which I noted and mentioned to the publishers when the edition appeared.

Among words not explained, or not satis-

factorily explained in either notes or vocabulary, should be mentioned, *mutuelle*, 8, 19 = *école mutuelle*. If Mr. Goodell had consulted the *Dictionnaire Général* of Darmesteter-Hatzfeld he would have found the expression *enseignement mutuel*, with an explanation of the system in use in many European Catholic schools, of the instruction of younger pupils by older ones. *Un-tout-cas*, 28, 22 (= "an umbrella used for a sun-shade as well") is not in the vocabulary at all, neither is there a note on it. The latter would, considering the formation of the word, be much more useful than such notes as, for instance, that on p. 11, f.

"Soissons: the old Latin town of Noviodunum, later Suessio. Clovis conquered the Roman general Syagrius here in 486. It has also been the scene of many sieges, the last in 1814."

Why should this cheap erudition be inflicted on the student who happens to meet, in a story of the Siege of Paris, casual mention of "le chemin de fer de Soissons?" Why the note on the Valois à propos of the innocent remark on p. 34, 24 sq.:

"Comme il l'avait troublée dès le premier regard, ce jeune homme si correct, à qui—ses yeux de diamant noir donnaient l'aspect royalment fatal d'un Valois!"

Certainly an allusion to the Massacre of Saint Bartholomew (*Bartholemew* in the text) is not necessary to explain this. The note is really confusing to an open mind. That regarding the rue de Grenelle, p. 56, might also be to one who did not already know that *all* the streets described were to be found in Paris—a thing taken for granted by the editor.

Why add to the definition of "*bradel* (voc.), articles made from cardboard" the further rather vague explanation: "perhaps so called from the maker or inventor, the place where made, etc.?"

Coup de force, 40, 7, might well have been translated under *coup*. (*Coup de théâtre*, 21, 1, is given under *théâtre*.) Mr. Goodell has, in general, a rather erratic method of entering idioms, *vous allez en voir de grises*, for instance (79, 20), is translated under *aller*. Fortunately a note directs the reader to the lurking-place of the explanation.

Mr. Brush very properly remarks that, "one

would think that the editor had taken some school dictionary and simply gotten down the first meaning that he found after each of his French words."

He should, however, have noted especially and severely such words as *passer*, 45, 32 (= "make" —the vocabulary giving only "pass, go by, go beyond"); *élèves* 51, 2 (= "breeders"); *déjouée* 51, 13 (= "baffled, foiled"), *tapisserie à personnages*, 71, 18 (= "tapestry representing human figures"—the vocabulary gives "imagery"); *dégagement*, 69, 33 (= "private exit"); *faisceaux* 78, 20 (= "stacks," not "bundles"). There should be either in a note or in the vocabulary: *remettre les armes en faisceaux* ("to stack arms").

To the list of typographical errors given by Mr. Brush should be added, besides *Bartholemew*, mentioned above, *grédin*, 49, 17. Mr. Goodell has explained, in his preface, that he gives but few translations, 'the best results in his opinion being attained through personal explanation of the point under consideration.' Yet since he has explained a number of passages that required no explanation, he owes us a note in such cases as those cited.

The number of American reprints is increasing with great, in view of some facts one might almost say with alarming, rapidity. Nobody need now rush a text-book into print in order to get material sorely needed for his class-work. Let us seek, in our editing, quality rather than quantity.

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BRIEF MENTION.

Parts of Speech: Essays on English. By Brander Matthews (Charles Scribner's Sons, 1901). The normal mind will connotatively think of 'Parts of Speech' in a sense which could not be defined by anything as general and attractively indefinite as 'Essays on English.' The subjects of these essays are such as "The Stock that Speaks the Language," "The Future of the Language," "The Language in the United States," "Questions of Usage," "The Simplification of Spelling." These chapters are written in an engaging, chatty style, professedly literary rather than scholarly, and may be commended for "common sense in an